EFFECTS OF EMOTIONAL INTELLIGENCE SPIRITUAL INTELLIGENCE AND INTRINSIC MOTIVATION ON LEADERSHIP EFFECTIVENESS IN HIGHER EDUCATION

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1. INTRODUCTION

"Education is the most powerful weapon which one can use to change the world"

- Nelson Mandela.

Education leads to an act of hope, constantly encouraging and sustaining us in every given context, with the aim of achieving success in life (Novak, 2002). The primary aim of education is to sustain human beings and improve the society. Complacent people do not work for the development of the society; it starts from a sense of being capable and the need to aim higher. Educational institutions play a major role in human resource development of any nation by creating, infusing and coordinating this sense.

Higher education develops certain skills in the students. Many nations make systematic plan to develop and assimilate skills through the processes of higher education. In the knowledge driven economy of the modern era the three vital objectives of higher education are "knowledge creation, knowledge diffusion, and knowledge transfer" (Donalgic & Fazlic, 2015). Today the nation which has the highest number of skilled human resource is considered the richest among nations. There are many contextual shifts in higher education sector due to globalization of market, internationalization of organizations or institutions, developing only profit motive institutions, less dependency on Government funding and growth of educational opportunities in foreign lands (Middlehurst, 2004).

Factors that could affect the effectiveness of leadership could be internal as well as external. Internal factors such as one's personality traits, backgrounds, experiences, communication styles, behavior etc. can be controlled and modified by the leader. External factors are the contexts - the given situations, economy, resources, morale of the organization, etc. The

interactions of the leader in the given situations and how well he/she can tackle and be resilient to those situations will impact the leader's effectiveness in the institution. A given context cannot be changed immediately but can be interacted positively and can have a great influence.

To interact effectively and creatively, future leaders need to possess emotional and spiritual intelligence along with knowledge and skills (Astin & Astin, 2000). There is a strong correlation between both spiritual intelligence and leadership effectiveness and both pose fundamental questions like values and meaning of life practices. In addition, an intrinsically motivated leader would find it easier to cope with stressful and hard strapped situations and would be able to help their team sail through the hurdles. The current study analyses the interaction of personal characteristics and their impact on the effectiveness of the leader. The findings of the study would guide the identification and development of effective leaders to guide the organizations towards sustainable development.

1.1 NEED FOR THE STUDY

A distinguished author in the area of organizational leadership Philip Selznick, in his work 'Leadership in Administration', described institutions as 'organizations infused with values' (Selznick, 1957). Maintaining this high status quo of an institution rests in the hands of its leaders. Today, in the face of challenges in higher education effective leaders are required to lead teams through the change in the education sector. Hence, higher education institutions need to ponder over how to develop their leaders. Therefore, the present study attempts to evaluate the impact of emotional intelligence, spiritual intelligence, intrinsic motivation and the mediating variable OCB on leadership effectiveness in the higher education and hopes

to contribute to literature in the area of leadership effectiveness, especially in the context of educational institutions.

2. LITERATURE REVIEW

Leadership is a process of interaction that requires a leader to influence the behaviour and attitude of his followers, in order to achieve a goal (Humphrey, 2002). This definition implies that a leader must be able to connect with the team at a deeper level in order to convince them to work towards a common goal. The above definition suggests that "convince" is a key requirement and Humphrey, (2002), further suggested that this definition of Leadership implies that it is, intrinsically, a higher-level process and effectiveness cannot be predicted by rational intelligence alone. This section explores the theories and studies in the area of Leadership Effectiveness, Emotional Intelligence, Spiritual Intelligence, Intrinsic Motivation and Organizational Citizenship Behaviour.

2.1 LEADERSHIP EFFECTIVENESS

Leadership is "the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organizations of which they are members" (Bass & Bass, 2008, p. 23). An analysis of the existing literature on leadership effectiveness shows a lack of consensus on the definition of leadership effectiveness (Tabor, 2019). Majority of leadership effectiveness studies considered the transformative leadership model as the most effective and appropriate leadership style and the dominant theory to define an effective leader.

However, an opposing school of thought suggests that an effective leader applies both transformational and transactional approaches in leadership (Bass & Avolio, 1993). An effective leader always motivates the followers to accomplish the organizational goals in a distinctive way.

Leadership is exhibited in this process of influencing an organized group toward accomplishing its goals. (Rauch & Behling 1984). In this process, leaders are expected to demonstrate multiple leadership skills by playing different roles; simultaneously mentoring the team with empathy and asserting their authority with higher communication skills and good relationships. Guillen and Treasy (2011) stress on two categories of leadership behaviours namely, getting along behaviours (team work and empowering others) and getting ahead behaviours (empowering vision) to contribute to the leadership effectiveness. As defined by Kouzes and Posner leadership effectiveness "…make a profoundly positive difference in people's commitment and motivation, their work performance and the success of their organization" (Kouzes & Posner, 2017, p. 20). Thus, a Leader's exemplary behaviour practices of inspiring commitment, enabling and encouraging the workforce to navigate challenges and achieve goals define an effective leader.

Selladurai (2006) has proposed a conceptual effective leadership model - an effective leader with leadership traits can contribute to the successful performance of the organization in a right time and environment. Leadership effectiveness is the right person at the right time empowering the right thing. A critical study on managerial and leadership competencies suggests that social, emotional and cognitive intelligence in an individual, are key to be an effective leader (Boyatzis, 2009). This was established by analyzing 51 interviews and 53,360 assessments of leaders; comparing more and less effective managers and leaders. The current study draws from their findings to propose that Emotional Intelligence, Spiritual Intelligence, and Intrinsic Motivation would predict Leadership effectiveness.

2.2 ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Organ (1988) defined Organization Citizenship Behaviour as "an individual behavior which is not rewarded by a formal reward system but that, when combined with the same behavior in a group, results in effectiveness." It is the work productivity, employee effectiveness and other factors connected to business improvement are related to OCB in the business environment. Organ (1988) classified the OCB concept into five behaviors like altruism, courtesy, conscientiousness, sportsmanship and civic virtue. These behaviours are relevant even today and these behaviours lead in to more productivity in the business world.

According to Lee & Allen, (2002) "OCBs are employee behaviors that, although not critical to the task or job, serve to facilitate organizational functioning". The concept of going an extra mile from the bible is practiced in the work situation. They go beyond the minimum requirements of the assignments made in the organization. OCB always helps the organization in reducing absentees and there by cost of production and increase in productivity, efficiency impacting in the customer satisfaction (Podsakoff, Whiting, Podsakoff & Blume, 2009). The current study proposes that OCB is a key behaviour in effective leaders.

2.3 EMOTIONAL INTELLIGENCE

Emotional Intelligence is the ability to monitor one's own and other's feelings and use this information to guide one's thinking and action (Goleman, 1995). It helps in motivating self and others to contribute in higher productivity, behaviours and relationships. It is the ability to perceive, understand and express emotions according to the need of the situations. Cooper and Sawaf (1997) further state that emotional intelligence a 'source of human energy, information, connection and influence'.

Emotional intelligence is an important criteria in accounting success of an individual and organization. Goleman, Boyatzis and McKee, (2013) claim that 'great leadership works through emotions. The long term success of an organisation depends on involvement of such leaders who can engage and enthuse the followers to attain better results. Emotional intelligence plays a very crucial role in achieving effective leadership (Guillen & Treasy, 2011). It adds to the qualities of inspirational and individual consideration, intellectual stimulation and management by exception, contributing to the success of a leader (Wagner, 2013). Emotional intelligence is an essential skill for effective leadership and a predictor of leadership excellence. Emotional intelligence initially contributes to personal life and ultimately to the corporate success. Emotional intelligence reduce stress and enhace productivity (Batool, 2013). Goleman, Boyatzis and McKee (2002) further argue that emotional intelligence is an essential skill of leadership and it gains prominence in the senior leadership roles. Effective leaders must have emotional skills along with other leadership competencies (Batool, 2013). Any leader who is able to influence the emotional climate should not be underestimated in an organization (Riggio, 2010). In case of academic leaders and their administrative domain, emotional intelligence empowers them to deal with complex situations and team members effectively (Coco, 2011).

2.4 SPIRITUAL INTELLIGENCE

The research community highlights the importance of spiritual quotient as intelligence along with intelligence quotient and emotional quotient (Dåderman, Ronthy, Ekegren & Mårdberg, 2013). Spiritual intelligence is demonstrated by visionary leaders in the society and it is the foundation of all other intelligences. In today's ever-changing dynamic society leaders perform with inner peace and harmony of spiritual intelligence. The contemporary research brings up spiritual intelligence

into the workplace management (Fry & Wigglesworth, 2013). A study on spiritual intelligence and its impact on ethical leadership (Tabatabei & Zavareh, 2014) admit a better performance and development of leaders.

Spiritual intelligence enables to visualize, dream and connect with the purpose in life (Daderman et al., 2013). This transforming capacity of transcendence makes leaders capable and inspiring persons (Hyson, 2013). He recognizes spiritual intelligence as a key factor of leadership effectiveness contributing for the transformation of organization. Wigglesworth (2013) holds the view that spiritual intelligence will differentiate leaders and predict leadership effectiveness. Spiritual intelligence drives effective leaders with right personality, vision and a shared purpose. Fry & Wigglesworth, (2013) hold the view that spiritual intelligence plays an important role in leadership to get along with the followers and to increase their engagement in the work situation. Benefiel, Fry and Geigle, (2014) statistically proved a positive role of spiritual intelligence in leaders' performance and a significant relation between spiritual intelligence and leadership effectiveness. This leads the researcher to assume that Spiritual Intelligence would have a significant relationship with Leadership Effectiveness.

2.5 INTRINSIC MOTIVATION

Intrinsic motivation is "doing something because it is inherently interesting or enjoyable" (Deci and Ryan, 2000). A research by Cerasoli and Ford (2014) support the association between intrinsic work motivation and performance behaviours. Intrinsically motivated employees explore new pathways and to take greater risks in the profession contributing to the better success of any firm. Therefore, they are more excited in work and creativity. A study by Tu and Lu, (2014) revealed that intrinsic motivation positively moderated the effect of ethical leadership on general self-efficacy

and extra-role performance. In the teaching profession, intrinsically motivated teachers positively influence their students' intrinsic motivation as well as on retention and absenteeism (Shepard, 2018).

Results of a Chinese study showed impact of intrinsic motivation toward Organizational Citizenship Behaviour (OCB) quite high when the relationship between OCB and moral self-image was amplified and promoted practice of prosocial rule breaking; where an employee intentionally violates a formal organizational policy primarily to contribute to the welfare of the organization (Liu, Liu, & Zhou, 2019). Their analysis of 2-wave survey of 433 Chinese employees showed that employees' OCB had a positive effect on PSRB through the mediator of moral self-image. Moreover, intrinsic motivation strengthened the relationship between prosocial motivation and the dimensions of OCB (Lazauskaite-Zabielske, Urbanaviciute, & Bagdziuniene, 2015). Additionally, as transformational leaders are expected to act as role models, they must be intrinsically motivated, in order to motivate their team members.

2.6 RESEARCH GAP

From the above review of literature, it can be assumed that most of the leadership effectiveness studies are centered on the business organizational field. The higher education leadership studies on its effectiveness is a relevant and yet a relatively unprocessed area of study, especially in the context of India. Hence the present study is undertaken to concentrate the role and effect of spiritual intelligence, emotional intelletence, intrinsic motivation and organizational citizenship behaviour of higher education leaders on their leadership effectiveness.

3. OBJECTIVES

The objectives of the current study are;

- To analyse the impact of Emotional Intelligence, Spiritual Intelligence and Intrinsic Motivation on Organizational Citizenship Behaviour of Leaders in Higher Education.
- To study the impact of Emotional Intelligence, Spiritual Intelligence and Intrinsic Motivation on Leadership Effectiveness of Leaders in Higher Education.
- To evaluate the relationship between Organizational Citizenship Behaviour and Leadership Effectiveness of Leaders in Higher Education.
- To examine the intervening effect of Organizational Citizenship Behaviour on the relation between Emotional Intelligence, Spiritual Intelligence, Intrinsic Motivation and Leadership Effectiveness.

4. HYPOTHESES

The study seeks to test the following assumptions, which are framed from the research objectives described in the previous section.

H1. There is a significant impact of Emotional Intelligence on Organizational Citizenship Behaviour in Higher Education in India.

H2. There is a significant impact of Spiritual Intelligence on Organizational Citizenship Behaviour in Higher Education in India.

H3. There is a significant impact of Intrinsic Motivation on Organizational Citizenship Behaviour in Higher Education in India.

H4. There is a significant impact of Emotional Intelligence on Effectiveness of Leaders in Higher Education in India.

H5. There is a significant impact of Spiritual Intelligence on Effectiveness of Leaders in Higher Education in India.

H6. There is a significant impact of Intrinsic Motivation on Effectiveness of Leaders in Higher Education in India.

H7. There is a significant impact of Organizational Citizenship on Effectiveness of Leaders in Higher Education in India.

H8. There is intervening effect of Organizational Citizenship Behaviour on the relation between Emotional Intelligence and Leadership Effectiveness

H9. There is intervening effect of Organizational Citizenship Behaviour on therelation between Spiritual Intelligence and Leadership Effectiveness

H10. There is intervening effect of Organizational Citizenship Behaviour on therelation between Intrinsic Motivation and Leadership Effectiveness

4.1 CONCEPTUAL MODEL

Based on the review of literature, a model has been conceptualized to achieve the objectives of the present research study and the same is depicted in Figure 1. Literature suggests that Organizational Citizenship Behaviour is influenced by three dimensions, namely Emotional Intelligence, Spiritual Intelligence and Intrinsic Motivation. Elaborating on each of the dimension, it is understood from theory that Emotional Intelligence is reflected by four subcomponents (dimensions) of Self-emotions Appraisal, Regulation of Emotions, Use of Emotion and Others-Emotion Appraisal. Similarly, Spiritual Intelligence is reflected by four subcomponents (dimensions) namely Critical Existential Thinking, Transcendental Awareness, Conscious State Expansion and Personal Meaning Production. These relationships have been represented diagrammatically in the conceptual model.

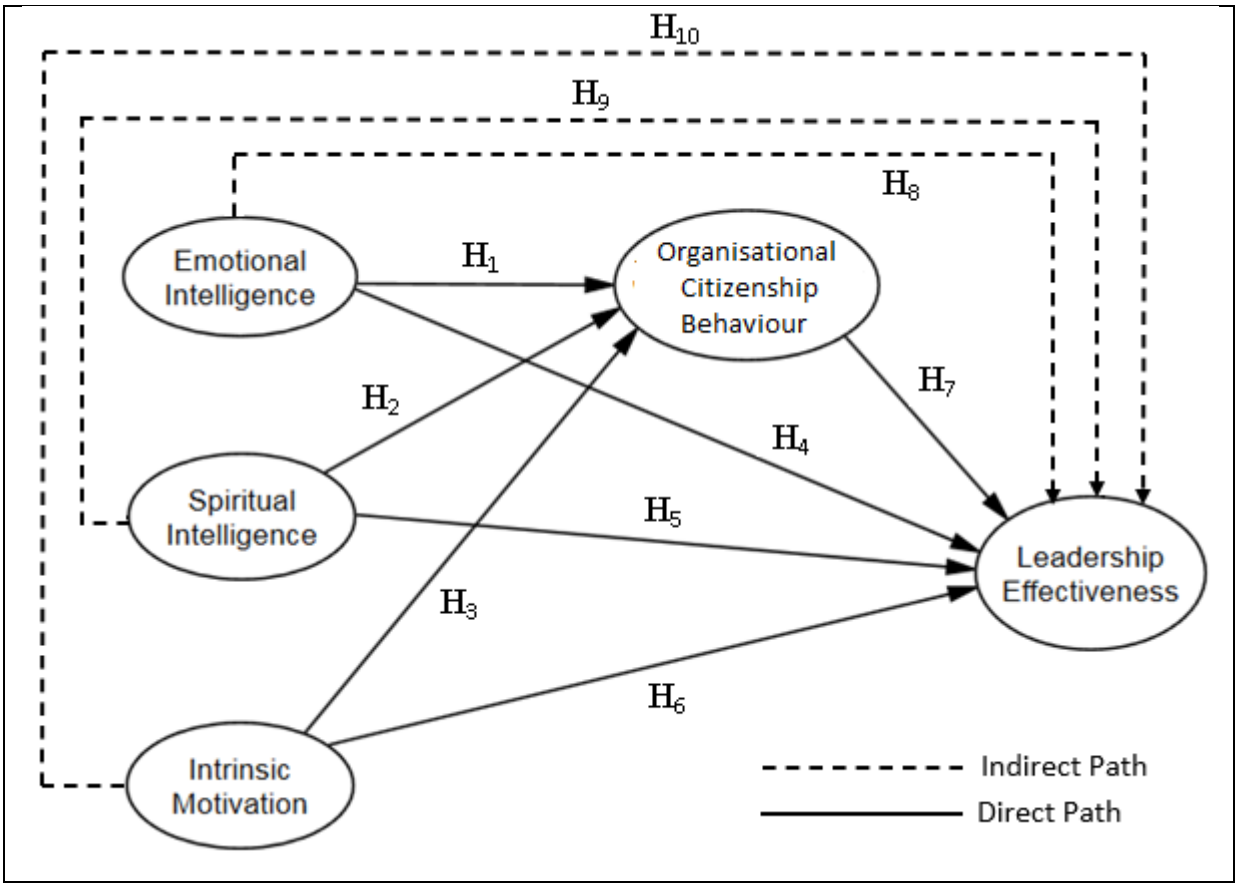

Fig. 1 Conceptual Framework

5. RESEARCH METHODLOGY

The review of literature and an analysis of the theories in the area of Leadership led to the formation of the conceptual model. The model forms the basis of the study and the variables in the model have been defined in the current section.

5.1 OBSERVATIONAL DESIGN

Firstly, operational definitions of the variables included in the study are presented herewith.

Exogenous Variables

The exogenous variables are the independent variables. The presence of these variables is expected to cause a change in the dependent variable. The current study has three Exogenous Variables; Emotional Intelligence, Spiritual Intelligence and Intrinsic Motivation.

- Emotional Intelligence: The ability to monitor self and other's feelings and emotions and use this information to guide one's thinking and actions for better performance.
- Spiritual Intelligence: A higher dimension of intelligence that create a sense of higher consciousness with the qualities of integrity, deeper meaning and purpose to enhance daily functioning and well-being.
- Intrinsic Motivation (IM): IM is the inherent tendency that drives human behaviour to explore out of spontaneous interest and enjoyment to engage in work for personal and social satisfaction in life.

Endogenous Variable

The endogenous variable is the dependent variable. In research, the focus is usually to understand the changes in the endogenous variables due to the presence or impact of the exogenous or independent variables.

- Leadership Effectiveness: Leader's exemplary behaviour practices inspiring commitment and enabling and encouraging the workforce to navigate challenges and achieve organizations' goals.

Intervening Variable

The intervening variable is expected to modify the relation between the endogenous and exogenous variables. The effect could be either of mediation or moderation.

- Organizational Citizenship behaviour (OCB): Employee behaviour that involves going beyond the necessary requirements of the employment, entirely discretionary but positively contributing to the institution's well-being.

The data was collected using a structured close ended questionnaire. The Questionnaire contained a section for each variable and one section to collect the demographic data. The tools used have been given below;

- Leadership Practices Inventory (LPI): Kouzes & Posner developed Leadership Practices Inventory (LPI) in line with their transformational leadership model of exemplary leadership practices.

- Wong and Law Emotional Intelligence Scale (WLEIS): Wong and Law (2002) developed Wong and Law Emotional Intelligence Scale (WLEIS) in Hong Kong. The 16-item self-report scale of emotional intelligence scale measures in four dimensions: Self emotional appraisal (SEA), others' emotional appraisal (OEA), use of emotion (UOE), and regulation of emotion (SRE).

- Spiritual Intelligence Self Report Inventory (SISRI-24): King (2008) developed and validated the SISRI-24 tool which measures various behaviours, thought processes, and mental characteristics of SI organized into four dimensions; namely, critical existential thinking (CET), personal meaning production (PMP), transcendental awareness (TA), and conscious state expansion (CSE).

- Intrinsic motivation inventory (IMI): This scale was created by Ryan & Deci (2000). It measures the subjective experience of Interest and enjoyment of the participants on given task or activity.

- Organizational Citizenship Behaviour Check list (OCB-C): Spector and Fox, (2009) developed original OCB – C of 42 items was refined into 36 items and shortened finally to 20 item scale (Fox, Spector, Goh, Bruursema & Kessler, 2012).

Pilot study

The validity of the scales was first established by a panel of Academic and Industrial experts. The researcher then stabled reliability and validity through the statistical analysis of 100 datasets. This included 100 responses from leaders and 100 observer responses. Reliability was established based on the Cronbach α values. These have been provided in Table 1. Further analysis of Discriminant Validity and Convergent Validity was carried out. All scales were found to possess the required validity and reliability scores.

Table 1: Summary of Reliability Analysis

S No.	Variable	Cronbach α
1	Emotional Intelligence	0.945
2	Spiritual Intelligence	0.926
3	Intrinsic Motivation	0.819
4	Organizational Citizenship Behaviour	0.826
5	Leadership Effectiveness (Self assessment)	0.959
	Leadership Effectiveness (Observer)	0.962

5.2 SAMPLING DESIGN

The Sampling design is important as the inferences drawn regarding the population are based on the data collected from the sample. Thus, the design plays a major role in establishing the validity of the results that the study proposes.

Population

The Population for the study includes all individuals employed in higher education institutions in south India. In order to be eligible, the respondent had to be currently employed in an institution of higher education. Secondly, the respondent had to belong to top management and assume a leader role in the institution. Thus, the unit of analysis is a leader in higher education.

Sample Frame

Having identified the target population, the researcher created a list of higher education institutions in the states of Karnataka, Tamil Nadu, Puducherry, Andhra Pradesh and Kerala. This acted as the Sample Frame for the study.

Sampling Technique

The respondents considered for this study are the higher education leaders working in various institutions such as government affiliated colleges, Autonomous Colleges, faculty from Deemed to be Universities, State, Central and Private Universities. The study area was restricted to the South Indian states of Kerala, Karnataka, Tamil Nadu, Andhra Pradesh and Pondicherry.

The sampling technique adopted was judgement sampling. The researcher approached organizations and on receiving the appropriate consents, proceeded to distribute the survey to the respondents. In order to be eligible, the individual had to currently be working as a leader in a Higher education institute. Among the leaders, only those with at least 5 direct subordinates were included. Additionally, the interactions between the leader and the subordinate must include one-on-one interactions as well.

Sample Size

The surveys were distributed to the respondents in the hard copy forms. For each leader five observers were selected from the department either colleagues or research students. Thousand two hundred fifty hard copy questionnaires for leaders and their corresponding observer's forms (5nos), printed in different colour were distributed individually, 537 filled surveys were returned from leaders. Thus, the response rate for leaders was 42%. The expected number of responses from the observers was 6250. However, the final observer data consisted of 2945 completed responses. Thus, the response rate for observers was 47% approximately. After initial processing of the data and removal of incomplete responses, the final sample for the study consisted of 523 leader responses and their corresponding observer responses.

5.3 STATISTICAL DESIGN

Based on the review of literature and theory in the area of Leadership, the researcher arrived at a conceptual model. The testing of the model was carried out using Structural Equation Modeling (SEM) and Confirmatory Factor Analysis. Confirmatory Factor Analysis (CFA) is used when the researcher postulates relations between the observed measures and the underlying factors 'a priori', based on knowledge of the theory, empirical research, or both, and then tests this hypothesized structure

statistically. Because the CFA model focuses solely on the link between factors and their measured variables, within the framework of SEM, it represents what is called as a measurement model.

SEM is “a priori hypothesis about a pattern of linear relationships amongst a set of observed and unobserved variables.” SEM describes the relationships between the multiple variables. SEM is also useful in Mediation analysis, as is seen in the proposed conceptual model.

6. FINDINGS AND DISCUSSIONS

This section discusses the findings of the current study. The researcher measured the perceived effectiveness of higher education leaders, which served as the dependent variable and Emotional Intelligence, Spiritual Intelligence, Intrinsic Motivation were the independent variables of the study. The demographic variables included gender, age and types of management. The researcher first conducted a pilot study of the multi sectioned questionnaire with 100 respondents from higher education institutions to determine the validity and reliability of the instruments and also to identify design issues of the survey instrument before the main study was carried out. Item wise normality results suggested that the data can be considered normal. This allowed the researcher to proceed with the use of parametric tests, even though the sampling method adopted was non probability sampling. Item wise analysis of the Critical Ratios or CR also suggested that all items can be considered in the final study. The scales were also found to possess the required levels of Validity and Reliability. Model fit measures were also found to be satisfactory.

In the sample analysis the gender representation shows 65% men and 35% women. The sample suggests that more men are engaged in leadership compared to women in higher education. However, the analysis suggesting that there is no difference in the leadership performance across genders in the study. This contradicts some key studies like that of Carless (1998) that suggests that in the context of education management, women are likely to make better leaders. He suggested education management leadership may

be defined in more feminine terms and thus would be better suited to females. Madsen (2012) also suggested that there needs to be greater gender equality and more women in academic leadership. However, based on the findings of the current study, it may be suggested that leadership effectiveness does not depend on the gender of the individual.

The majority of the leadership belonged to the age group of 51 and above (34%) showing that the educational leadership in the higher education system is developed gradually from learner to leader. While the relationship between age and transformational leadership has been explored, literature on the relationship is ambiguous (Van Solinge, 2014). The current study finds that the leaders in the age group of 51 and above were significantly more effective in Modelling the Way and Inspiring a Shared Vision. This may be attributed to experience, maturity or a sense of trust that age would bring.

There is also a significant difference in degrees of agreement on dimensions of leadership effectiveness, between educators working under Government managed and corporate, between Corporate and Trust on four sub dimensions of leadership effectiveness, namely Modelling the Way, Inspiring a Shared Vision, Challenging the Process and Enabling Others to Act. This is contradictory to key leadership studies and theories that suggest that Leadership effectiveness is predicted by personality or individual characteristics only (Kerr, Schriesheim, Murphy, and Stogdill, 1974). This view has guided a majority of research in the context of Leadership. However, the findings of the current study suggest that environmental factors must also be considered while attempting to predict the level of Leadership effectiveness.

In order to compare the perceptions on leadership effectiveness between leaders and observers an independent-test was conducted. The

result indicates that there is a significant difference between leaders and observers with respect to their perceptions on sub dimensions as well as the overall leadership effectiveness among the leaders working in higher education institutions. The leaders tend to mark one level higher in ratings whereas the observers, namely the colleagues, subordinates and the students chosen by the leader, rated one level lower than the leaders. This is a natural tendency to rate higher in self-evaluation survey (Mohanty, Begum & Kar, 2016). The data collected from the observers was only utilized for the comparison of means. The final analysis of the model and the relationships between the independent and dependent variables was conducted on the data collected through the self-assessment questionnaires.

The analysis of levels of Emotional Intelligence suggest that there was no significant difference of the levels of Emotional Intelligence across the different age groups. This supports the findings of the study by Anari (2012). Their study on Emotional Intelligence levels of teachers suggests that the level of Emotional Intelligence was independent of the age of the teacher. Emotional Intelligence levels were also found to be independent of the Gender of the respondent. This was found to be contradictory to the findings of Anari (2012), who found that Female leaders exhibited higher levels of Emotional Intelligence as compared to their male counterparts. As expected, the level of Emotional Intelligence was found to be independent of the management type.

On the other hand, the construct of Spiritual Intelligence was found to be dependent on the age of the individual. The older respondents were found to possess higher levels of Spiritual Intelligence as compared to their younger colleagues. This is in line with the findings of Emmons, (2000) who suggested that the level of Spiritual Intelligence increased with age. Emmons, (2000) also found that spiritual intelligence levels were dependent on the level of experience. It is also surprising to find that Spiritual

Intelligence levels were found to vary with Management Types. Thus, it may be concluded that the environment in which the individual functions is likely to influence the level of Spiritual Intelligence exhibited in their job. While this relationship has not been explored, the current study suggests the need to understand the difference in work environment in organizations managed by the government, private organizations, trusts and society. This difference is likely to impact the individuals working in the organization.

Intrinsic Motivation levels were found to be dependent on the age of the respondent but independent of the gender of the respondent. The older respondents were found to be more intrinsically motivated as compared to their younger colleagues. According to Lord and Maher, (2002) intrinsic motivation is likely to increase with age, given that the employees are more financially secure. However, Catania and Randall, (2013) suggested that this difference would be a factor of the context of the study. In other words, in times of greater uncertainty and turmoil, it was found that this difference was not significant. However, in stable environments, age was significant in predicting the level of intrinsic motivation.

The intrinsic motivation results also indicate a significant difference in agreement between the type of management and the intrinsic motivation. The educators working in Government and Trust managed institutions seem to have slightly higher Intrinsic Motivation as compared to educators working in corporate managed institutions. This may be considered in line with the findings of Catania and Randall (2013) as Government and Trust managed organizations are assumed to provide higher levels of job security as compared to privately run organizations.

It was also found that Behaviour towards People and Behaviour towards Organization was dependent on the age of the respondents. This was found to be contradictory to the findings of Kashif, Khan and Rafi

(2011). They found that Organizational Citizenship Behaviour was not related to the age or individual dispositions of the employees. Educators working in Government and Trust managed institutions were also found to be higher in Organizational Citizenship Behaviour Towards Organization as compared to educators working in corporate managed institutions. While it has been found that employees tend to develop general beliefs about the extent to which their organizations support them favorably, and decide whether to engage in citizenship behaviors based on the quality of their relationship with their employer and perceived levels of support (Dalal 2005), Shim and Faerman (2015) propose that the levels of job security offered would influence the employee's tendency to engage in citizenship behaviour. Thus, employees of government and trust managed institutions would be more likely to exhibit Organizational Citizenship Behaviour.

The objectives of the study included analysing the direct and indirect relationship between the variables. The first relationship to be analysed was the direct relationship between Emotional Intelligence and Leader ship Effectiveness. The relationship between dimensions of emotional intelligence, especially empathy, and leadership has been explored through other theoretical models as well. According to Caruso, Mayer and Salovey (2002), emotional intelligence implies the possession of the ability to "recognise relationships between emotions, determine emotions' underlying meaning, comprehend complex feelings and recognise and accept emotional fluctuation". This definition suggests that the identification of emotions is the first step, followed by the ability to understand emotions. Wolfe, Pescosolido, and Druskat, (2002), conducted a study of 382 members of 48 self-managed teams. Their findings suggest that empathy was a key predictor of emergent leaders in self-managed teams. The ability to manage emotions allowed the leader to overcome problems and provide renewed energy, focus and direction to their teams (George, 2000). Most studies that have attempted to evaluate the relationship between Emotional Intelligence and Effective Leadership claim that the ability to understand and manage one's own moods and emotions is extremely important and enables one to be more aware

and considerate to the feelings of others. (George, 2000). Thus, it is the responsibility of the leader to manage the emotional climate of the team (Wolfe et. al., 2002). There is empirical evidence supporting the strong relationships between emotional intelligence and performance, linking different styles of leadership to emotional intelligence levels and for the proposition that Emotional Intelligence is a key competency to be developed in our leaders (Goleman et. al., 2002). The current study supports this relationship and found the direct relationship to be statistically significant ($p<0.05$).

The direct relationship between spiritual intelligence and effective leadership was also found to be significant. Kessler (2000) found that leaders with higher levels of spiritual intelligence were animated thinkers with meaningful thought patterns, novel ideas and rich imaginations. This could be attributed to the fact that "the soul is harmoniously integrated with the mind" (Kessler, 2000). Similarly, findings suggest that the direct relationship between intrinsic motivation and leadership effectiveness is statistically significant. Shu (2015) suggested that intrinsic motivation strengthens the positive relationship between authentic leadership and work engagement and buffers the adverse impact of authoritarian leadership on work engagement. Thus, the level of intrinsic motivation of the leader impacts the employee's engagement levels and improves perceptions of effectiveness.

The Mediation analysis found the Organizational Citizenship Behaviour partially mediates the relationship between Emotional Intelligence and Leadership Effectiveness. In essense, there is a statistical evidence to conclude that Organizational Citizenship Behaviour would help to partially strengthen the relationship between Emotional Intelligence and Leadership Effectiveness for education leaders working in various educational institutions and unversities under the study. While the relationship between Emotinal Intellgence and Leadership effectiveness has been statistcally proven (Wolfe et. al., 2002) and the impact of Emotional Intellegence on Organizational Citizenship Behaviour (Gunu and Oladepo,

2014) has been widely studied, the current proposed relationship is unique as it attempts to link the Organizaitonal Citizenship Behaviour of the leaders with their effectiveness as a Leader.

Analysis of the impact of Organizational Citizenship Behaviour on the relationship between Spiritual Intelligence and Leadership Effectiveness, it was found that Organizational Citizenship Behaviour fully mediated the relationship. In other words, OCB was found to fully strengthen the relationship Spiritual Intelligence and Leadership Effectiveness for education leaders working in various educational institutions and unversities under the study. As in the case of Emotional Intelligence, the new relationship explored here is the relationship between Organizational Citizenship Behaviour of the leader and the Leader's Effectiveness. The researcher hypothesised the relationship on the findings of Yaffe and Karke (2011). They analyzed how an effective leader must possess high levels of OCB. The findings of the current study support their proposition.

A Full Mediation was also found to occur between Intrinsic Motivation and Leadership Effectiveness when Organizational Citizenship Behaviour was introduced. There is a statistical evidence to conclude that Organizational Citizenship Behaviour would help to completely strengthen the relationship between Intrinsic Motivation and Leadership Effectiveness for educaton leaders working in higher education institutions under the study. Dugan (2017) suggested that an intrinsically motivated leader touched the heart of the employees while leading the team, making them more effective at guiding the team towards their goals. Tu and Lu (2014) also found that the level of intrinsic motivation was key in predicting the tendency of the individual to go above and beyond the formal role requirements. Thus, the current study explored the relationship between the three variables and the findings suggest that the levels of intrinsic

Motivation would increase OCB and increased OCB would improve Leadership Effectiveness.

Thus, both the direct and indirect relationships are of importance in determining the effectiveness of the Leader. In other words, the findings suggest that effectiveness of the Leadership in Higher Education Institutions are a result of the quality of human interactions and levels of motivation of the leader (Amey, 2006; Wepner, Henk & Lovell, 2015).

6.2 IMPLICATIONS OF THE STUDY

The implications section discusses how the findings of the study could benefit the different stakeholders of the sector. The findings suggest that the individual's effectiveness as a leader can be predicted on the basis of the level of Intrinsic Motivation, Emotional Intelligence and Spiritual Intelligence. The findings also suggest that Organizational Citizenship Behaviour can significantly strengthen the impact of Spiritual Intelligence Emotional Intelligence and Intrinsic Motivation on Leadership Effectiveness.

- Implications to the government: The current emphasis of government policies is on creating well rounded students. While the government attempts to provide a complete education to the students, government policies must also direct organisations to focus on providing all round development for faculty members as they are the moulders of the future generation.
- Implications to the Education Department: The department must set down mandatory training sessions and programs that must be completed by all potential leaders. In addition to the current criteria for promotions, addition eligibility factors like completion of certain courses and training programs must be considered. Training sessions meant to improve Emotional Intelligence would include sessions like

Cognitive Behavioural Training or Mindfulness. Spiritual Intelligence levels can be improved through regular meditation and yoga sessions that would allow one to focus and align oneself getting more awareness of one's body, mind and soul; the parts of human reality. Intrinsic motivation levels can be improved by gaining a better understanding of self interest and enjoyment. Sessions on goal setting and self-assessment tools aimed at gaining a better understanding of oneself would be key in improving intrinsic motivation. Additionally, providing a secure environment would shift employee focus from extrinsic to intrinsic factors.

- Implications to the Universities: The findings are particularly useful for Educational Institutions. The traditional system placed emphasis on Rational Intelligence while selecting and short listing future leaders. The current study proposes that the criteria for choosing a leader in order to ensure effective leadership, is far more complicated. Additionally, while planning or training future leaders, emphasis must be placed on creating emotionally well rounded spiritually intelligent intrinsically motivated individuals. These trainings may be in the form of sessions around the concepts with regular re enforcement or through the creation of Leadership pipelines. Leadership pipelines would ensure that potential leaders are given the training and nurturing that they need to develop into effective leaders. While the practice is fairly common in the corporate world, especially at the top levels, academic institutions are yet to adopt the practice.

The findings also suggest that the perceived levels of job security would influence the behaviour of the individual in the organization. This is evident from the fact that the level of OCB was higher in Government and Trust run organizations as compared to Private organizations. Thus, there is a need to create a sense of

security and belongingness, in order to promote positive behaviour. The strength of the leadership would translate into improved and efficient functioning of the organization, thereby impacting the range of stakeholders from the student to the nation as a whole.

- Implications of the study to the employees: For the employees of such institutions it brings into focus the fact that traditional rational intelligence must not be their only focus, as they grow in the ranks. There is a need to develop one's own spiritual and emotional intelligence levels. Additionally, one must find ways to intrinsically motivate themselves, in order to have a fruitful and long career in academics.
- Implications of the study to the society: The primary aim of education is to sustain human beings and improve the society. A strong leadership in educational institutions will be able to enable all round development of students and thereby contribute to the development of the society in the long run.
- Theoretical Implications: Theoretically, the findings add to the existing literature on Leadership, Emotional Intelligence, Spiritual Intelligence and Motivation. The mediating role of Organizational Citizenship Behaviour proposes the need to create an environment that motivates the employee to go above and beyond their formal roles.

6.3 SCOPE FOR FURTHER STUDY

The study has focussed on Leaders in Educational Institutions. During the review of literature, it was found that the number of studies on this study population were very few. The hope is that this study would be able to build interest into the study population. The current study model holds true for the population and may be applied to other industries as well.

Additionally, the global context could also be studied to gain more insight into the workings of the sector. The sector continues to grow and with it the number of employment opportunities is also growing. As with every growing population, there are new problems to counter and new opportunities to learn.

The current study suggests the need to understand the difference in work environment in organizations managed by the government, private organizations, trusts and society. This difference is likely to impact the individuals working in the organization as suggested by the analysis of variance of Spiritual Intelligence and Emotional Intelligence across institutions belonging to the different management types.

6.4 LIMITATIONS OF THE STUDY

Limitations are the factors within a study that the researcher is unable to control. The first limitation of the study holds true for any survey-based study; Response biases or the subjective perceptions of the respondent. In the survey method participants self-reporting process is a limitation. The participants can report inaccurate perceptions (Ward, Gruppen & Regehr, 2002).

In the conduct of the current study, the biggest challenge was in convincing the institution to give permission. The study would have benefited from a larger, more diverse sample. However, the lack of motivation to participate, both at the institutional and individual level, greatly limited the study.

6.5 CONCLUSION

The current study analyzed the role of Emotional Intelligence, Spiritual Intelligence and Intrinsic Motivation in determining an individual's effectiveness as a leader. In order to measure the effectiveness of the leader, two instruments were used; one was a self-assessment and the other was observer ratings. The analysis suggested that the leaders tended to rate themselves one point higher than the observers. In other words, leader perception of effectiveness was higher than the team perception.

The remaining variables were measured through self-assessment instruments. The findings suggest that the independent variables of Emotional Intelligence, Spiritual Intelligence and Intrinsic Motivation were significant in predicting the level of effectiveness as a leader. Thus, a leader must find motivation from within and be aware of the quality of interactions and the way they interact with others in the team. Additionally, the presence of Organizational Citizenship Behaviour was found to improve or strengthen these relationships.

The study provides insights for those responsible for selecting and grooming future leaders of Higher Education Institutions. The insights are also useful for those aspiring to become leaders. With the demand for higher education increasing, the sector is likely to continue growing, providing opportunities for employment, growth and development to a large number of individuals. This coupled with the responsibility placed on the higher education institutions of guiding and grooming the leaders of tomorrow, makes it critical to understand and analyze the sector, its opportunities and challenges.

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